



S KILBOURNE ELEMENTARY

1400 South Kilbourne
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	273 Students	
Principal	Sarah G. Smith	803-738-7215
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

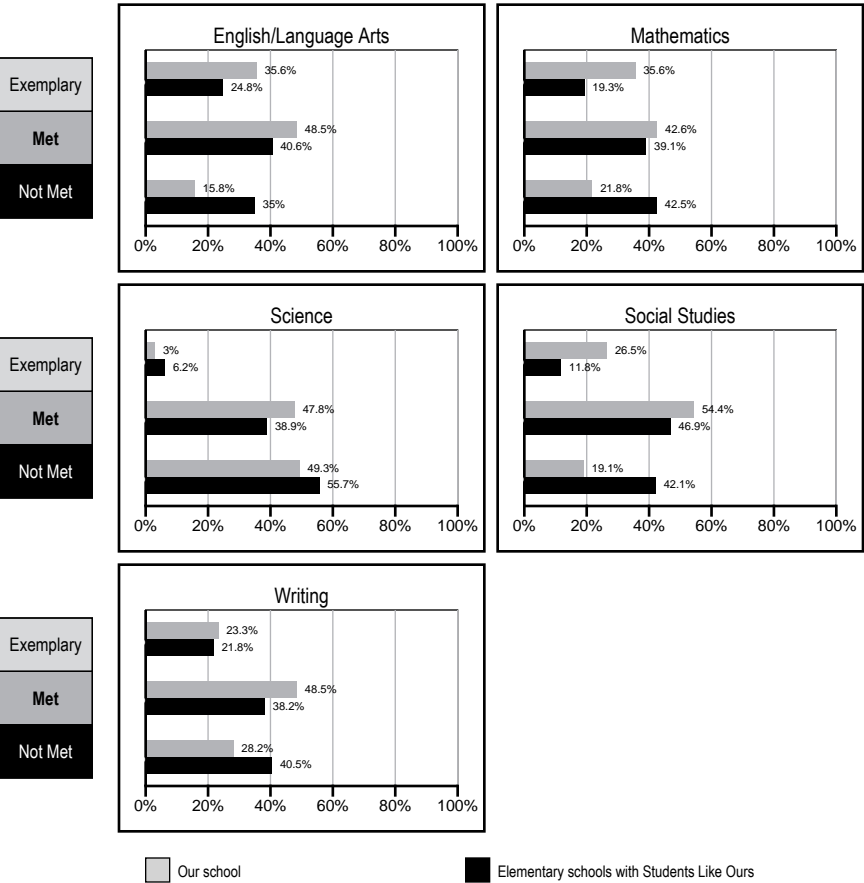
Percent of students tested in 2009-10 whose 2008-09 test scores were located 94.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	76	56	23

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=273)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.3%	1.5%	1.2%
Attendance rate	95.7%	Down from 96.5%	95.9%	96.1%
Eligible for gifted and talented	3.3%	Down from 4.0%	4.3%	11.7%
With disabilities other than speech	3.6%	Up from 2.7%	8.3%	8.0%
Older than usual for grade	0.5%	Down from 2.5%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	61.5%	Down from 66.7%	60.0%	60.5%
Continuing contract teachers	84.6%	Up from 83.3%	78.9%	84.6%
Teachers with emergency or provisional certificates	4.0%	Down from 4.2%	0.0%	0.0%
Teachers returning from previous year	78.2%	Down from 79.5%	83.2%	87.0%
Teacher attendance rate	94.7%	Up from 94.2%	95.4%	95.4%
Average teacher salary*	\$51,290	Up 1.5%	\$45,499	\$47,288
Professional development days/teacher	6.2 days	Down from 8.3 days	10.7 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 17.1 to 1	17.2 to 1	19.2 to 1
Prime instructional time	89.5%	Up from 89.3%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,524	Up 1.4%	\$8,762	\$7,548
Percent of expenditures for instruction**	75.8%	Down from 77.5%	68.1%	68.7%
Percent of expenditures for teacher salaries**	72.4%	Down from 74.5%	62.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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N/C–Not Collected

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I/S–Insufficient Sample

Report of Principal and School Improvement Council

South Kilbourne Elementary School is a Title One School located in the center of a thriving and established university neighborhood community. The area attracts a shifting, diverse mix of young professionals with growing families, students, short-term residents, and subsidized/public housing participants. With seven consecutive years of reaching Adequate Yearly Progress status under the federal law of "No Child Left Behind," we can now proudly say that we are the recipients of S.C. State Board of Education's Palmetto Silver Award for closing the achievement gap.

South Kilbourne's administration and faculty continue to focus on teaching and learning for the whole child. We emphasize the importance of implementing positive emotional, intellectual, and physical fitness best practice strategies in order to develop individual learning experiences for children. We recognize the importance of including key community members in this process such as local faith and business partners, university student teachers, volunteers and mentors, as well as district and state cohorts. Our faculty continues to learn and grow professionally, through many educational and technology opportunities such as achieving proficient status with technology portfolios, workshops, graduate classes, and for some, completing the National Board Certification process.

School-wide best practice academic strategies continue to include an integrated literacy approach across the curriculum. Related Arts, support staff, and content area faculty members support the learning process. Starting from a very young age, we provide two Pre-Kindergarten classes, a full-time reading teacher and interventionist, as well as a fully-equipped computer lab that provides access to individualized tiered-instruction in ELA and Math. School-wide initiatives include small group instruction, thorough data analysis and "kid-tracking" strategies, and on-going professional development. Math academic strategies continue to include the utilization of manipulatives, flexible grouping, and on-going team planning and support that help enhance instructional delivery and student learning. Science and Social Studies strategies continue to include inquiry, exploration, and research through technology to stimulate and motivate the process of learning. With the installation of our new video conferencing unit, we hope to communicate and collaborate with scientists, mathematicians, readers, and writers in many different communities.

Teaching the whole child includes the implementation of many literacy and Arts-based programs such as Books and Breakfast, Book Fair, RIF, Dr. Seuss' Birthday Celebration, Artists-in-Residence and other music-related events, Richland School District One Art Competition, Visual Literacy Festivals, Midlands Reading Consortium program, and many more. These programs are designed to involve and educate parents in the growth and development of their children and to encourage continued literacy-based learning at home. Our commitment for excellence continues and we will strive to exceed expectations to give every child, every chance . . . for success!

Sarah G. Smith, Principal

Mrs. Sharon Jenkins, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	38	34
Percent satisfied with learning environment	89.7%	89.5%	88.2%
Percent satisfied with social and physical environment	93.1%	89.5%	82.4%
Percent satisfied with school-home relations	65.5%	89.5%	91.2%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	110	96.4	15.8	48.5	35.6	91.1	78.2	83.5	Yes	Yes
Gender										
Male	53	96.2	18.4	38.8	42.9	91.8	74.7	80.1	N/A	N/A
Female	57	96.5	13.5	57.7	28.8	90.4	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	100	96	15.2	50	34.8	91.3	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	14	71.4	38.5	30.8	30.8	76.9	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	96	15.1	50.5	34.4	90.3	73.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	110	100	21.8	42.6	35.6	88.1	72	80.4	Yes	Yes
Gender										
Male	53	100	10.2	44.9	44.9	98	70.3	78.4	N/A	N/A
Female	57	100	32.7	40.4	26.9	78.8	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	100	100	20.7	44.6	34.8	88	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	14	100	46.2	30.8	23.1	84.6	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	100	22.6	44.1	33.3	87.1	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	73	100	49.3	47.8	3	50.7	56.5	67.3
Gender								
Male	32	100	43.3	50	6.7	56.7	56.1	66.9
Female	41	100	N/A	N/A	N/A	45.9	56.8	67.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	66	100	47.5	50.8	1.6	52.5	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	69	100	47.6	49.2	3.2	52.4	46.5	55.4

Social Studies

All Students	75	100	19.1	54.4	26.5	80.9	64	70.9
Gender								
Male	37	100	11.4	51.4	37.1	88.6	61.9	70.1
Female	38	100	27.3	57.6	15.2	72.7	66.1	71.7
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	66	100	18.3	55	26.7	81.7	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	67	100	19.4	56.5	24.2	80.6	56.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	111	99.1	27.5	49	23.5	72.5	63.4	72.1	95.7	95.9
Gender										
Male	54	100	30	46	24	70	56.3	65.2	95.5	95.7
Female	57	98.3	25	51.9	23.1	75	70.4	79.2	96	96.1
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	86.2	80.8	95.3	96
African American	102	99	28	49.5	22.6	72	57.3	59.7	95.8	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.9	64.6	94.9	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	98.9	93.4
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	42.9	21.1	27.7	95.6	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	93.9	96.3
Socio-Economic Status										
Subsidized meals	102	99	25.8	51.6	22.6	74.2	55.2	61.9	95.7	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	45	100	7.9	57.9	34.2	92.1
	4	37	100	22.6	58.1	19.4	77.4
	5	40	100	15	72.5	12.5	85
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	35	91.4	15.6	37.5	46.9	84.4
	4	38	97.4	14.7	55.9	29.4	85.3
	5	37	100	17.1	51.4	31.4	82.9
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	45	100	23.7	52.6	23.7	76.3
	4	37	100	9.7	45.2	45.2	90.3
	5	40	100	27.5	50	22.5	72.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	35	100	37.5	21.9	40.6	62.5
	4	38	100	14.7	50	35.3	85.3
	5	37	100	14.3	54.3	31.4	85.7
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	N/AV	N/AV	N/AV	42.1
	4	37	100	38.7	58.1	3.2	61.3
	5	20	100	70	25	5	30
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	17	100	N/A	N/A	N/A	56.3
	4	38	100	52.9	41.2	5.9	47.1
	5	18	100	N/A	N/A	N/A	52.9
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	23	100	15.8	63.2	21.1	84.2
	4	37	100	3.2	61.3	35.5	96.8
	5	20	100	N/AV	N/AV	N/AV	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	18	100	18.8	50	31.3	81.3
	4	38	100	14.7	55.9	29.4	85.3
	5	19	100	27.8	55.6	16.7	72.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	44	100	23.7	42.1	34.2	76.3
	4	34	100	16.1	51.6	32.3	83.9
	5	41	100	31.7	43.9	24.4	68.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	36	100	38.2	47.1	14.7	61.8
	4	37	100	29.4	44.1	26.5	70.6
	5	38	97.4	14.7	55.9	29.4	85.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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